

Tradition

Honor

Success

STUDENT/PARENT HANDBOOK

2018-2019



**Torrington High School
50 Major Besse Drive
Torrington, CT 06790
Phone (860) 489-2294
Fax (860) 489-2853**

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All students will be required to submit a verification form that they have read the 2018-2019 THS Student/Parent Handbook, including but not limited to the following policies:

- Code of Conduct
- Sexual Harassment Policy
- Cell Phone/Electronic Device Policy
- Grading Policy
- Homework Policy
- Acceptable Educational Use of the Internet, Networks and Internet Safety Policy
- Attendance Policy
- Bullying Policy
- Dress Code Policy
- Student/Parent/School Compact

Torrington High School Core Values & Beliefs

THS believes that a community of self-motivated individuals who exercise personal responsibility and respect, demonstrate intellectual curiosity and resiliency, and value hard work and integrity will create life-long learners and productive members of society. Students will uphold **TRADITION**, and bring **HONOR** and **SUCCESS** to themselves, the school, and the community.

THS 21st Century Learning Expectations

COMMUNICATION

Students will effectively communicate orally, visually, and in writing by addressing purpose, using evidence, organizing information, citing sources, and honoring discipline-specific standards.

INQUIRY

Students will demonstrate intellectual curiosity by creatively posing questions to identify problems, successfully utilizing critical thinking skills to solve problems, and reflectively analyzing the results.

VALUE CHARACTER

Students will uphold the tradition of good citizenship by taking personal responsibility and accountability for their actions, by showing respect and tolerance for others, and by contributing to a positive school and community.

INFORMATION LITERACY

Students will comprehend visual and written materials, effectively utilize technology to obtain and generate information, and successfully demonstrate their ability to analyze and evaluate information and make inferences and connections.

COLLABORATION

Students will work effectively to meet common goals by sharing responsibility for learning, honoring the input of others, and regularly contributing information in class or group assignments.

Accreditation Statement

Torrington High School is accredited by the New England Association of Schools and Colleges, Inc., a non-governmental, nationally recognized organization whose affiliated institutions include elementary school through collegiate institutions offering postgraduate instruction.

Accreditation of an institution by the New England Association indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer group review process. An accredited school or college is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future.

Accreditation by the New England Association is not partial but applies to the institution as a whole. As such, it is not a guarantee of the quality of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

Inquiries regarding the status of an institution's accreditation by the New England Association should be directed to the administrative staff of the school or college. Individuals may also contact the Association.

**COMMISSION ON PUBLIC HIGH SCHOOL
NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES
209 BURLINGTON RD
BEDFORD, MASSACHUSETTS 01730-1433
TELEPHONE: (781) 271-0022**

Robin Ledversis
Assistant Principal
EXT 2201

Andrew Marchand
Assistant Principal
EXT 2219

Jeffrey Shannon, PhD
Assistant Principal
College and Career Readiness
EXT 2233

TORRINGTON HIGH SCHOOL

50 Major Besse Drive
Torrington, CT 06790
t. 860-489-2294 ~ f. 860-489-2853

ANDREW SKARZYNSKI

PRINCIPAL
EXT 2203



September 2018

Dear Parents, Guardians and Students;

On behalf of the staff at Torrington High School, I am happy to welcome you to the 2018-2019 school year!

We are looking forward to a productive partnership with you to ensure our students are empowered with the skills, knowledge, and competencies to graduate high school both college and career ready. We recognize that in order to be successful in school, our children need support from both home and school, and that a strong partnership is critically important. As partners, we share the responsibility for your child's success and want you to know that we will do our very best to help each and every one of our students to reach their goals. We want you to join us in making this the very best experience for our children, and being informed will help.

The information in this handbook addresses the most frequently asked questions about courses, graduation requirements, activities, academic and behavioral expectations, and school schedules. Please review this information with your student so that he or she is fully prepared to take advantage of the opportunities available at Torrington High School. Should you have any questions, contact information for administrators and student support personnel are included in this handbook.

We recognize the trust and faith you place in us to work with you in the education of your child. We look forward to a wonderful year.

Sincerely,

Andrew Skarzynski
Principal
Torrington High School

Tradition ~ Honor ~ Success

The Torrington Board of Education does not discriminate in any of its programs, activities or employment practices on the basis of any protected class status.

NO CHILD LEFT BEHIND ACT OF 2001

Notification to Parents

Parents of all children in a school or program supported by Title I funds may request information regarding the professional qualifications of the students' classroom teachers. Upon request, this information will be provided in a timely fashion and will include:

- Whether their child's teacher has met the State qualifications and licensing criteria for the grade levels and subject areas in which the teacher has provided instruction to the child;
- Whether their child's teacher is teaching under an emergency or other provisional status pursuant to which one or more state criteria have been waived;
- The baccalaureate degree major of their child's teacher, as well as any other graduate certification and/or degree the teacher holds, including the major field of the certification or degree; and
- Whether their child is being provided services by a paraprofessional, and, if so, the paraprofessional's qualifications.

The Torrington Board of Education is an equal opportunity employer and educational institution and does not discriminate on the basis of race, religion, color, sex, national origin, age or handicap, nor does it tolerate sexual harassment. Grievances should be forwarded to the Assistant Principals' Offices, Torrington High School, Major Besse Drive, Torrington, CT 06790 (860-489-2294)

Torrington High School Staff Directory

Administration

Principal: Mr. Andrew Skarzynski..... (860) 489-2294 Ext. 2203
Assistant Principal: Mrs. Robin Ledversis Grades 10 and 12 (860) 489-2294 Ext. 2201
Assistant Principal: Mr. Andrew Marchand Grades 09 and 11 (860) 489-2294 Ext. 2219
Administrative Assistant: Mrs. Julie Beckwith (860) 489-2294 Ext. 2200

Attendance Office

Secretary: Mrs. Christine McCarthy (860) 489-2353

Data Secretary

Secretary: Mrs. Debra Schapp..... (860) 489-2294 Ext. 2205

Main Office/Central Treasury

Secretary Ms. Tara Curry..... (860) 489- 2294 Ext. 2204

Athletic Director

Mr. Michael McKenna (860) 489- 2285

Health Office

(860) 489-2286

College and Career Center

(860) 489 -2288

Guidance Office

Assistant Principal of College and Career Readiness Dr. Jeff Shannon..... (860) 489-2294 Ext. 2233

Mrs. Kathy Boutin, Guidance Secretary (860) 489-2294 Ext. 2113
Mrs. Barbara Beebe Counselor (860) 489-2294 Ext. 2230
Mr. Ryan Dickens, Counselor (860) 489-2294 Ext. 2118
Ms. Jessica Odlum, Counselor..... (860) 489-2294 Ext. 2115
Mrs. Elena Sileo, Counselor..... (860) 489-2294 Ext. 2117
Mr. Claire Pepper, Social Worker..... (860) 489-2294 Ext. 2119
Mr. Gaitan Rodriguez Social Worker..... (860) 489-2294 Ext. 2220
Mrs. Aimee Greeley, School Psychologist..... (860) 489-2294 Ext. 2120

School Resource Officer (860) 489-2294 Ext. 2195

In order to contact a staff member by email, please use the following:
First initial, last name, @torrington.org ex: Joe Smith would be jsmith@torrington.org

Torrington Public Schools 2018-2019 School Year Calendar

NOTE: All schools will have an early dismissal for professional development on one Thursday per month, with the exception of December where it is on Friday. The students' school year is extended by 1 day to provide the required hours of instruction.

August						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
23-24 - New Teacher Orientation 27 - Staff Convocation 28 - Professional Development - Teachers 29 - First Day of School						
3 student days/5 teacher days						

September						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						
3 - Labor Day - No school 6 - HS Early Dismissal - Welcome Back Night 13 - MS Early Dismissal - Welcome Back Night 20 - Early Dismissal - PLC 27 - Elem. Early Dismissal - Welcome Back Night						
19 student days/19 teacher days						

October						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
8 - Columbus Day - No school 18 - Early Dismissal - PLC						
22 student days/22 teacher days						

November						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	
6 - Election Day-Prof. Dev. (Teachers Only) 12 - Veteran's Day Observed - No school 15 - Early Dismissal-PLC 19-20 - Early Dismissal - Parent Conferences 21 - Early Dismissal - Thanksgiving Recess 22-23 - Thanksgiving Recess - No School						
18 student days/19 teacher days						

December						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					
21 - Early Dismissal - PLC 24-31 - Winter Recess - No School						
15 student days/15 teacher days						

January						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
1 - New Year's Day Holiday - No School 17 - Early Dismissal - PLC 21 - Martin Luther King Day - No School						
21 student days/21 teacher days						

February						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		
14 - Early Dismissal - PLC 15 - Prof. Development (Teachers Only) 18 - No school						
18 student days/19 teacher days						

March						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						
21 - Early Dismissal - PLC 28-29 - Early Dismissal - Parent Conferences						
21 student days/21 teacher days						

April						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				
15-18 - April Recess - No School 19 - Good Friday - No School 25 - Early Dismissal - PLC						
17 student days/17 teacher days						

May						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
16 - Early Dismissal - PLC 27 - Memorial Day - No school						
22 student days/22 teacher days						

June						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						
17 - Student last day (181 and 6 cancellations) 18 - Teacher last day (186 and 6 cancellations)						
11 student days (w/6 cancellations) 12 teacher days (w/6 cancellations)						

Torrington Public Schools



2018-2019

Days Black Highlighted = No School

Students: 187 days. Teachers: 192 days. Six (6) days added for school day cancellations due to inclement weather. If less than six cancellations, the last day of school will be adjusted accordingly. If more than six school day cancellations due to weather or other causes, the additional days will be made up in June by extending school to equal the 181 days needed to meet the legally-required hours of instruction. This calendar is subject to change without notice.

version 3/1/18

THS SCHEDULE 2018-2019

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Period 1 and CAC 7:10– 8:13 (63 Minutes)	Period 1 and CAC 7:10– 8:13 (63 Minutes)	Period 1 and CAC 7:10– 8:13 (63 Minutes)	Period 1 and CAC 7:10– 8:07 (57 Minutes)	Period 1 and CAC 7:10– 8:13 (63 Minutes)
Period 2 8:17 – 9:06 (49 Minutes)	Period 2 8:17 – 9:06 (49 Minutes)	Period 2 8:17 – 9:06 (49 Minutes)	Period 2 8:11 – 8:54 (43 Minutes)	Period 2 8:17 – 9:06 (49 Minutes)
Period 3 9:10 – 9:59 (49 Minutes)	Period 3 9:10 – 9:59 (49 Minutes)	Period 3 9:10 – 9:59 (49 Minutes)	THS/ Advisory 8:58 – 9:36 (38 Minutes)	Period 3 9:10 – 9:59 (49 Minutes)
Period 4 10:03 – 10:52 (49 Minutes)	Period 4 10:03 – 10:52 (49 Minutes)	Period 4 10:03 – 10:52 (49 Minutes)	Period 3 9:40 – 10:23 (43 Minutes)	Period 4 10:03 – 10:52 (49 Minutes)
			Period 4 10:27 – 11:10 (43 Minutes)	
Period 5 (83 Minutes)	Period 5 (83 Minutes)	Period 5 (83 Minutes)	Period 5 (77 Minutes)	Period 5 (83 Minutes)
<u>Lunch 5A</u> 10:56 – 11:26	<u>Lunch 5A</u> 10:56 – 11:26	<u>Lunch 5A</u> 10:56 – 11:26	<u>Lunch 5A</u> 11:14 – 11:44	<u>Lunch 5A</u> 10:56 – 11:26
Class 5A 11:30 – 12:19	Class 5A 11:30 – 12:19	Class 5A 11:30 – 12:19	Class 5A 11:48 – 12:31	Class 5A 11:30 – 12:19
Class 5B 10:56 – 11:45	Class 5B 10:56 – 11:45	Class 5B 10:56 – 11:45	Class 5B 11:14 – 11:57	Class 5B 10:56 – 11:45
<u>Lunch 5B</u> 11:49 – 12:19	<u>Lunch 5B</u> 11:49 – 12:19	<u>Lunch 5B</u> 11:49 – 12:19	<u>Lunch 5B</u> 12:01 – 12:31	<u>Lunch 5B</u> 11:49 – 12:19
Period 6 12:23 – 1:12 (49 Minutes)	Period 6 12:23 – 1:12 (49 Minutes)	Period 6 12:23 – 1:12 (49 Minutes)	Period 6 12:35 – 1:18 (43 Minutes)	Period 6 12:23 – 1:12 (49 Minutes)
Period 7 1:16 – 2:05 (49 Minutes)	Period 7 1:16 – 2:05 (49 Minutes)	Period 7 1:16 – 2:05 (49 Minutes)	Period 7 1:22 – 2:05 (43 Minutes)	Period 7 1:16 – 2:05 (49 Minutes)

Lunch A: A1st, A2nd, A3rd, (Also Including A Building Study Halls), Music

Lunch B: B1st, B2nd, B3rd, (Also Including B Building Study Halls), Tech and PE

THS SCHEDULE 2018-2019 Two Hour Delay

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Period 1 9:10 – 9:56 (46 Minutes)	Period 1 9:10 – 9:56 (46 Minutes)	Period 1 9:10 – 9:56 (46 Minutes)	Period 1 9:10 – 9:56 (46 Minutes)	Period 1 9:10 – 9:56 (46 Minutes)
Period 2 10:00 – 10:32 (32 Minutes)	Period 2 10:00 – 10:32 (32 Minutes)	Period 2 10:00 – 10:32 (32 Minutes)	Period 2 10:00 – 10:32 (32 Minutes)	Period 2 10:00 – 10:32 (32 Minutes)
Period 3 10:36 – 11:07 (31 Minutes)	Period 3 10:36 – 11:07 (31 Minutes)	Period 3 10:36 – 11:07 (31 Minutes)	Period 3 10:36 – 11:07 (31 Minutes)	Period 3 10:36 – 11:07 (31 Minutes)
Period 4 11:11 – 11:42 (31 Minutes)	Period 4 11:11 – 11:42 (31 Minutes)	Period 4 11:11 – 11:42 (31 Minutes)	Period 4 11:11 – 11:42 (31 Minutes)	Period 4 11:11 – 11:42 (31 Minutes)
Period 5 (68 Minutes)	Period 5 (68 Minutes)	Period 5 (68 Minutes)	Period 5 (68 Minutes)	Period 5 (68 Minutes)
<u>Lunch 5A</u> 11:46– 12:16	<u>Lunch 5A</u> 11:46– 12:16	<u>Lunch 5A</u> 11:46– 12:16	<u>Lunch 5A</u> 11:46– 12:16	<u>Lunch 5A</u> 11:46– 12:16
Class 5A 12:20 – 12:54	Class 5A 12:20 – 12:54	Class 5A 12:20 – 12:54	Class 5A 12:20 – 12:54	Class 5A 12:20 – 12:54
Class 5B 11:46 – 12:20	Class 5B 11:46 – 12:20	Class 5B 11:46 – 12:20	Class 5B 11:46 – 12:20	Class 5B 11:46 – 12:20
<u>Lunch 5B</u> 12:24 – 12:54	<u>Lunch 5B</u> 12:24 – 12:54	<u>Lunch 5B</u> 12:24 – 12:54	<u>Lunch 5B</u> 12:24 – 12:54	<u>Lunch 5B</u> 12:24 – 12:54
Period 6 12:58 – 1:29 (31 Minutes)	Period 6 12:58 – 1:29 (31 Minutes)	Period 6 12:58 – 1:29 (31 Minutes)	Period 6 12:58 – 1:29 (31 Minutes)	Period 6 12:58 – 1:29 (31 Minutes)
Period 7 1:33 – 2:05 (32 Minutes)	Period 7 1:33 – 2:05 (32 Minutes)	Period 7 1:33 – 2:05 (32 Minutes)	Period 7 1:33 – 2:05 (32 Minutes)	Period 7 1:33 – 2:05 (32 Minutes)

Lunch A: A1st, A2nd, A3rd, (Also Including A Building Study Halls), Music

Lunch B: B1st, B2nd, B3rd, (Also Including B Building Study Halls), Tech and PE

THS SCHEDULE 2018-2019 Early Dismissal

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Period 1 and CAC 7:10– 7:55 (45 Minutes)	Period 1 and CAC 7:10– 7:55 (45 Minutes)	Period 1 and CAC 7:10– 7:55 (45 Minutes)	Period 1 and CAC 7:10– 7:55 (45 Minutes)	Period 1 and CAC 7:10– 7:55 (45 Minutes)
Period 2 7:59 – 8:30 (31 Minutes)	Period 2 7:59 – 8:30 (31 Minutes)	Period 2 7:59 – 8:30 (31 Minutes)	Period 2 7:59 – 8:30 (31 Minutes)	Period 2 7:59 – 8:30 (31 Minutes)
Period 3 8:34 – 9:05 (31 Minutes)	Period 3 8:34 – 9:05 (31 Minutes)	Period 3 8:34 – 9:05 (31 Minutes)	Period 3 8:34 – 9:05 (31 Minutes)	Period 3 8:34 – 9:05 (31 Minutes)
Period 4 9:09 – 9:40 (31 Minutes)	Period 4 9:09 – 9:40 (31 Minutes)	Period 4 9:09 – 9:40 (31 Minutes)	Period 4 9:09 – 9:40 (31 Minutes)	Period 4 9:09 – 9:40 (31 Minutes)
Period 6 9:44 – 10:16 (32 Minutes)	Period 6 9:44 – 10:16 (32 Minutes)	Period 6 9:44 – 10:16 (32 Minutes)	Period 6 9:44 – 10:16 (32 Minutes)	Period 6 9:44 – 10:16 (32 Minutes)
Period 7 10:20 – 10:51 (31 Minutes)	Period 7 10:20 – 10:51 (31 Minutes)	Period 7 10:20 – 10:51 (31 Minutes)	Period 7 10:20 – 10:51 (31 Minutes)	Period 7 10:20 – 10:51 (31 Minutes)
Period 5 (70 Minutes)	Period 5 (70 Minutes)	Period 5 (70 Minutes)	Period 5 (70 Minutes)	Period 5 (70 Minutes)
<u>Lunch 5A</u> 10:55– 11:25	<u>Lunch 5A</u> 10:55– 11:25	<u>Lunch 5A</u> 10:55– 11:25	<u>Lunch 5A</u> 10:55– 11:25	<u>Lunch 5A</u> 10:55– 11:25
Class 5A 11:29 – 12:05	Class 5A 11:29 – 12:05	Class 5A 11:29 – 12:05	Class 5A 11:29 – 12:05	Class 5A 11:29 – 12:05
Class 5B 10:55 – 11:31	Class 5B 10:55 – 11:31	Class 5B 10:55 – 11:31	Class 5B 10:55 – 11:31	Class 5B 10:55 – 11:31
<u>Lunch 5B</u> 11:35 – 12:05	<u>Lunch 5B</u> 11:35 – 12:05	<u>Lunch 5B</u> 11:35 – 12:05	<u>Lunch 5B</u> 11:35 – 12:05	<u>Lunch 5B</u> 11:35 – 12:05

Lunch A: A1st, A2nd, A3rd, (Also Including A Building Study Halls), Music

Lunch B: B1st, B2nd, B3rd, (Also Including B Building Study Halls), Tech and PE

Torrington High School Student/Parent/School Compact

As members of the Torrington High School community, we provide all learners with equal opportunities to acquire the necessary academic and life skills to be productive members of a global society and to demonstrate the civic and social expectations of responsible citizens.

Student Agreement – It is important that I do my best to be successful. Therefore, I will do the following:

- Have high expectations for myself as a student
- Attend school daily because good attendance is necessary for my academic success
- Report to each class on time
- Come to school each day with pens, pencils, notebook and other necessary tools for learning
- Complete and return homework assignments on due date
- Set aside time each day for study/homework/reading
- Listen, follow directions, and complete all classroom assignments
- Make up missed assignments in a timely manner
- Accept responsibility for my own learning by seeking extra help from my teachers and utilizing the THS after school Learning Center
- Treat everyone with respect by refraining from inappropriate spoken language, body language, physical conduct and vandalism
- Follow the Code of Conduct by demonstrating respect, responsibility and safety

Parent/Guardian Agreement – I want my child to achieve. Therefore, I will be responsible for supporting my child's learning by doing the following:

- Ensure that my child is punctual and attends school daily, understanding that good attendance is necessary for academic success
- Plan family vacations in accordance with the school calendar
- Provide and update contact information for my child's health & safety
- Establish a daily homework time for my child and review the homework with my child
- Communicate with my child and teachers to know what my child is learning
- Review my child's progress on the Power School Parent Portal and discuss any concerns with my child and the teacher
- Attend parent meetings and Parents Night or meet with teachers/counselor/administrator when needed
- Encourage my child to accept responsibility for his/her own learning/progress by having him/her seek extra help from the teacher and utilize the THS after school Learning Center
- Contact the teacher, counselor, social worker, and administration directly if I have any concerns or questions
- Support the school in its efforts to maintain proper discipline by having my child follow the Code of Conduct
- Encourage my child to participate in co-curricular activities, realizing that it will help his/her social growth, organizational skills, and sense of belonging to the THS school community

Teacher Agreement – It is important that students achieve academic success. Therefore, I will do the following to support student achievement:

- Treat students with respect
- Provide a safe classroom environment conducive to learning
- Provide instruction that fosters high academic expectations
- Provide purposeful homework assignments
- Communicate with each student about his/her progress
- Provide students and parents with student progress reports frequently
- Use various instructional strategies in the classroom to make learning accessible to all students, taking into account differences in learning styles and cultural identities
- Encourage students to be independent learners
- Provide time outside the classroom for all students who need extra help
- Update Power School frequently
- Review graded assessments with my students so that each student has an opportunity to know what he/she needs to do to be successful

As Administrators of Torrington High School, we support this student/parent/school compact. Therefore, I will do the following to support the academic achievement of all students:

- Provide a safe and culturally sensitive learning environment
- Establish policies consistent with high academic and behavioral standards
- Provide an environment that encourages positive relationships among the teacher, parent, and student
- Ensure implementation of high-quality curriculum and instruction in a supportive and effective learning environment that enables students to achieve academic success
- Expect teachers to regularly provide homework assignments that will reinforce classroom instruction
- Expect teachers to use diverse methods of teaching so that all students can learn at a high level
- Communicate and work with families to support student learning
- Provide information and school reports in a language parents can understand
- Encourage parent participation in their child's education by providing academic reports and opportunities to participate in improving teaching and learning at THS
- Encourage parent membership in the Torrington High School PTO

Academics

Graduation Requirements

Torrington High School graduates successfully complete a minimum of twenty-two (22) units of credit and successfully complete the required Standardized Tests in keeping with Connecticut Education Law Title X of the General Statutes, Sec. 10-221a and Board of Education Policy #6095. For information on specific credit requirements, please refer to the Torrington High School Course of Study book found online or in the Guidance Office.

Grading System: Please refer to Board Policy #6111 for further details on Grading.

Class Rank/ Valedictorian and Salutatorian: Class rank, based on weighted averages, are available at the end of the junior year and the end of the first semester of the senior year. The students' ranked number one and two at the end of first semester senior year earn the title of valedictorian and salutatorian if they have been students of Torrington High School for a minimum of two and one-half years.

Course Selection Process: Information on adding/dropping a course, over-riding a course recommendation, selecting courses, or credit recovery can be found in the Torrington High School Course of Study book found online or in the Guidance Office.

Homework Expectations: See Board Policy #6110

Honor Roll Requirements: See Board Policy #6111

Incompletes: Students whose grades are incomplete will receive an "I" on their report cards. If work is not completed within ten (10) school days from the marking period close, the student's grade will be computed without those assignments. There are no incompletes at the end of the school year.

Mandatory Intervention: See Board Policy #6111

Notification of Failures: See Board Policy #6111

Progress Reports: Students and parents should utilize THS PowerSchool "parent portal" to monitor attendance and academic progress throughout the school year. Report cards are mailed home at the end of each quarter.

Score	Grade
98-100	A+
94-97	A
90-93	A-
88-89	B+
84-87	B
83-80	B-
78-79	C+
74-77	C
70-73	C-
65-69	D
0-64	F
Incomplete	INC/I
Withdraw Failure (0 grade)	WF
Passing	P
Additional Credit	AC
Additional Credit Identifies courses taken off campus. Credit is awarded on the transcript but no grade is assigned and may not be used to supplant graduation requirements.	Passing To be used for PPT Requirement or with Administrative Approval.

Progression towards Graduation

In order to make adequate progress towards graduation students should earn at least:

5 credits by grade 10

10 credits by grade 11

15 credits by grade 12

Earning Credits

One Quarter year class= 0.25 credit

One half year class= 0.5 credit

One full year class= 1.0 credit

Retaking assessments, resubmitting work and revising assignments: Each department has developed its own retake, resubmission, and revision practices in order to reinforce key concepts and understandings as well as to encourage students to develop ownership and investment in their learning. Students are encouraged to discuss with their teachers any opportunities to utilize these practices.

Textbooks: All textbooks are the property of Torrington High School. If a book is lost, destroyed or defaced, another book will be issued after the student has paid for the lost or destroyed book. All books must be returned prior to the end of the school year. Lost books must be paid for (new books at full cost, one year or older at replacement price).

Student Debt: All student debts must be settled prior to the end of the school year. Students who owe textbooks, uniforms, or money to the cafeteria will receive notice of student debt. Unreturned items or unsettled debts will delay seniors from receiving their caps and gowns and possibly barring them from participation in the graduation ceremonies.

Study Hall: Study Hall is a class period where students are assigned to study, complete homework, catch-up on missing assignments, or study for tests or quizzes. **Attendance is mandatory like all classes.**

Syllabus Expectations: By the first day of class, all students and parents will receive class expectations which include grade calculations, homework requirements, and course outlines.

Weight Differentials: Course identification numbers are used to determine weight differentials for grade point averages. Grades in courses ending in 08 will be weighted and multiplied by a factor of 1.08 (Advanced Placement and College Courses). Grades in courses ending in 06 will be weighted and multiplied by a factor of 1.06 (Honors). Grades in courses ending in 04 will be weighted and multiplied by a factor of 1.04 (College Preparatory).

Withdrawal from School: Students, seventeen or older, must have written permission from their parents to withdraw from school until they have reached eighteen years of age. Students must return all school book/materials prior to withdrawal or pay replacement costs. No transcripts are released until this happens. Connecticut Statute states that students who withdraw from school may be required to wait up to 90 days before re-enrolling.

Attendance: Attending school and reporting to class timely is a student expectation at Torrington High School. Students who have an excessive number of unexcused absences risk losing credits in their courses. Excessive is defined as five or more unexcused absences in a semester long course and ten or more unexcused absences in year long course. Students who have met these thresholds will have the opportunity to appeal the decision to remove credit, however, the school administration reserves the ultimate right to grant the appeal. Students who do not report to school or class timely may be assigned consequences by school personnel. The entire district attendance policy follows.

THE SCHOOL DISTRICT OF TORRINGTON, CONNECTICUT

**STUDENT ATTENDANCE, TRUANCY AND CHRONIC
ABSENTEEISM POLICY**

STATEMENT

Regular and punctual student attendance in school is essential to the educational process. Connecticut state law places responsibility for assuring that students attend school with the parent or guardian. To assist parents and guardians in meeting this responsibility, the Board of Education, through its Superintendent, will adopt and maintain procedures to implement this policy.

In addition, the Board of Education takes seriously the issue of chronic absenteeism. To address this issue, the Board of Education, through its Superintendent, will adopt and maintain procedures regarding chronic absenteeism in accordance with state law.

**ADMINISTRATIVE REGULATIONS REGARDING
ATTENDANCE, TRUANCY AND CHRONIC ABSENTEEISM**

Connecticut state law requires parents to cause their children to attend school regularly during the hours and terms the public school is in session. The responsibility for regular attendance rests with the students' parent, guardians or with the student themselves when they become of legal age.

In order for students to develop to their full potential the Torrington Board of Education deems it essential that students attend school on a regular basis. Students who are absent from class for any reason are deprived of a variety of educational opportunities, meaningful student-teacher interactions, and learning experiences shared with their classmates.

I. Attendance and Truancy

A. Definitions for Section I

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1. "Absence" - any day during which a student is not considered "in attendance" at his/her assigned school, or on a school sponsored activity (e.g. field trip), for at least one half of the school day.
2. "Disciplinary absence" - Any absence as a result of school or district disciplinary action. Any student serving an out-of-school suspension or expulsion should be considered absent. Such absence is not considered excused or unexcused for attendance and truancy purposes.
3. "Educational evaluation" - for purposes of this policy, an educational evaluation is an assessment of a student's educational development, which, based upon the student's presenting characteristics, would assess (as appropriate) the following areas: health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status and motor abilities.
4. "Excused absence" - a student is considered excused from school if the school has received written documentation describing the reason for the absence within ten (10) school days of the student's return to school, or if the child has been excluded from school in accordance with section 10-210 of the Connecticut General Statutes (regarding communicable diseases), and the following criteria are met:
 - a. Any absence before the student's tenth (10th) absence is considered excused when the student's parent/guardian approves such absence and submits appropriate written documentation in accordance with this regulation.
 - b. For the student's tenth (10th) absence and all absences thereafter, a student's absences from school are, with appropriate documentation in

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accordance with this regulation,
considered excused only for the
following reasons:

- i. student illness (verified by an appropriately licensed medical professional);
 - ii. religious holidays;
 - iii. mandated court appearances (documentation required);
 - iv. funeral or death in the family, or other emergency beyond the control of the student's family;
 - v. extraordinary educational opportunities pre-approved by the district administrators and in accordance with Connecticut State Department of Education guidance and this regulation;
 - vi. lack of transportation that is normally provided by a district other than the one the student attends.
- c. A student, age five (5) to eighteen (18), whose parent or legal guardian is an active duty member of the armed forces who has been called for duty, is on leave from or has immediately returned from deployment to a combat zone or combat support posting, shall be granted ten (10) days of excused absences in any school year, and, in the discretion of the administration, additional excused absences to visit such student's parent or legal guardian with respect to the parent's leave or deployment. In the case of such excused absences, the student and parent or legal guardian are responsible for obtaining assignments from the student's teacher prior to any

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period of excused absence, and for ensuring that such assignments are completed by the student prior to his or her return to school.

5. "In Attendance" - Any day during which a student is present at the student's assigned school, or an activity sponsored by the school, for at least half of the regular school day.
6. "Student" - a student enrolled in the Torrington Public Schools.
7. "Truant" - any student **five (5) to eighteen (18)** years of age, inclusive, who has **four (4)** unexcused absences from school in any one month or **ten (10)** unexcused absences from school in any school year. Excessive absences will result in loss of credit at the high school level. "Excessive" is defined by 5 or more unexcused absences in a semester course and 10 or more unexcused absences in a full year course.
8. "Unexcused absence" - any absence from a regularly scheduled school day for at least one half of the school day, which is not excused or considered a disciplinary absence.

The determination of whether an absence is excused will be made by the building principal or his/her designee. Parents or guardians may appeal that decision to the Superintendent or his/her designee, whose decision shall be final.

B. Written Documentation Requirements for Absences

1. Written documentation must be submitted for each incidence of absence within ten (10) school days of the student's return to school.
2. The first nine (9) days of absence will be excused upon receipt of a signed note from

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the student's parent/guardian, a signed note from a school official that spoke in person with the parent/guardian regarding the absence, or a note confirming the absence by the school nurse or by a licensed medical professional, as appropriate.

3. For the student's tenth (10th) absence, and all absences thereafter, documentation of the absence must be submitted in accordance with paragraphs 1 and 2 above, and must also include the reason for the absence and the following additional information:

- a. student illness:

- i. a signed note from a medical professional, who may be the school nurse, who has evaluated the student confirming the absence and giving an expected return date; or
- ii. a signed note from school nurse who has spoken with the student's medical professional and confirmed the absence, including the date and location of the consultation.

- b. religious holidays: none.

- c. mandated court appearances:

- i. a police summons;
- ii. a subpoena;
- iii. a notice to appear;
- iv. a signed note from a court official; or
- v. any other official, written documentation of the legal requirement to appear in court.

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- d. funeral or death in the family, or other emergency beyond the control of the student's family: a written document explaining the nature of the emergency.
 - e. extraordinary educational opportunity pre-approved by the district administrators and in accordance with Connecticut State Department of Education guidance and this policy: written pre-approval from the administration, in accordance with this regulation.
 - f. lack of transportation that is normally provided by a district other than the one the student attends: none.
- 4. Neither e-mail nor text message shall serve to satisfy the requirement of written documentation. In rare and extraordinary circumstances, a building administrator may, in his/her own discretion, accept the delivery of written documentation through a scanned copy sent by e-mail.
 - 5. The Torrington Public Schools reserves the right to randomly audit written documentation received, through telephone and other methods of communication, to determine its authenticity.
 - 6. Any absence that is not documented in accordance with this regulation within ten (10) school days after the incidence of absence will be recorded as unexcused. If documentation is provided within ten (10) school days, but is incomplete, the building principal may, at his/her own discretion, grant up to a five (5) school day extension for provision of the completed documentation.

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C. Extraordinary Educational Opportunities

1. To qualify as an extraordinary educational opportunity, the opportunity must:
 - a. be educational in nature and must have a learning objective related to the student's course work or plan of study;
 - b. be an opportunity not ordinarily available to the student;
 - c. be grade and developmentally appropriate; and
 - d. include content that is highly relevant to the student; while some opportunities will be relevant to all students, others will contain very specific content that would limit their relevance to a smaller group of students.
2. Family vacations do not qualify as extraordinary educational opportunities.
3. All requests for approval of extraordinary educational opportunities must:
 - a. be submitted to the building principal in writing prior to the opportunity, but no later than ten (10) school days prior to the opportunity except in exceptional circumstances at the discretion of the building administrator;
 - b. contain the signatures of both the parent/guardian and the student;
 - c. include an outline of the learning objective of the opportunity and include detail as to how the objective is linked to the student's coursework or plan of study; and

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- d. include additional documentation, where available, about the opportunity.
- 4. The building principal shall provide a response in writing and include the following:
 - a. either approval or denial of the request;
 - b. brief reason for any denial;
 - c. any requirements placed upon the student as a condition of approval;
 - d. the specific days approved as excused absences for the opportunity;
 - e. the understanding that the building administrator may withdraw its approval if the opportunity is canceled or the student fails to meet the agreed-upon requirements of the approval.
- 5. All decisions of the building principal relating to extraordinary educational opportunities shall be final.
- 6. Students who are granted excusal from school to participate in extraordinary educational opportunities are expected to share their experiences with other students and/or school staff when they return.
- 7. Approval for an extraordinary educational opportunity is determined on a case-by-case basis and the analysis of individualized factors. An opportunity approved for one student may not be approved for another.

D. Truancy Exceptions:

- 1. A student **five (5) or six (6) years of age** shall not be considered truant if the parent or person having control over such student

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has appeared personally at the school district office and exercised the option of not sending the child to school at five (5) or six (6) years of age.

2. A student **seventeen (17) years of age** shall not be considered truant if the parent or guardian consents to such student's withdrawal from school. Such parent or guardian shall personally appear at the school district office and sign a withdrawal form indicating such consent. Such withdrawal form must include an attestation from a guidance counselor or school administrator from the school that the district provided the parent/guardian with information on the educational options available in the school system and community.
3. If a parent or guardian of an expelled student chooses not to enroll the student in an alternative program, the student shall not be considered to be "truant."

E. Readmission to School Following Voluntary Withdrawal

1. Except as noted in paragraph 2 below, if a student voluntarily withdraws from school (in accordance with Section D.2, above) and subsequently seeks readmission after ten (10) school days, the Board may deny school accommodations to the student for up to ninety (90) school days from the date of the student's withdrawal from school.
2. If a student who has voluntarily withdrawn from school (in accordance with Section D.2, above) seeks readmission within ten (10) school days of his/her withdrawal, the Board shall provide school accommodations to the student not later than three (3) school days after the student requests readmission.

F. Determinations of Whether a Student is "In Attendance":

1. A student serving an out of school suspension or expulsion shall be reported as absent unless he or she receives an alternative educational program for at least one half of the regular school day. In any event, the absence is considered a disciplinary absence, and will not be designated as excused or unexcused.
2. On early dismissal days and days shortened due to inclement weather, the regular school day for attendance purposes is considered to be the amount of instructional time offered to students on that day. For example, if school is open for four hours on a shortened day scheduled, a student must be present for a minimum of two hours in order to be considered "in attendance."
3. Students placed on homebound instruction due to illness or injury in accordance with applicable regulations and requirements are counted as being "in attendance" for every day that they receive instruction from an appropriately certified teacher for an amount of time deemed adequate in accordance with applicable law.

G. Procedures for students in grades K-12

1. Notification
 - a. Annually at the beginning of the school year and upon the enrollment of any child during the school year, the administration shall notify the parent or guardian enrolled in grades K -12 in writing of the obligations pursuant to Conn. Gen. Stat. § 10-184 to ensure that such a student attends school regularly or to show that the child is elsewhere receiving equivalent instruction in the studies taught in the Torrington Public Schools.

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- b. Annually at the beginning of the school year and upon the enrollment of any child during the school year, the administration shall obtain from the parent or guardian in grades K-12 a telephone number or other means of contacting such parent or other person during the school day.

2. Monitoring

Each school shall implement a system of monitoring individual unexcused absences of students in grades K-12. Whenever such a student fails to report to school on a regularly scheduled school day, the building principal or his/her designee shall make a reasonable effort to notify the parent or guardian by telephone and by mail of the student's absence, unless school personnel have received an indication that the parent or other person is aware of the student's absence. Any person who, in good faith, gives or fails to give such notice shall be immune from liability, civil or criminal, which might otherwise be incurred or imposed and shall have the same immunity with respect to any judicial proceeding which results from such notice or failure to give notice.

- H. **Procedures applicable to students ages five (5) to eighteen (18)-New**

1. Intervention

- a. When a student is truant, the building principal or his/her designee shall schedule a meeting with the parent or guardian and appropriate school personnel to review and evaluate the reasons for the student's truancy. This meeting shall be held no later than **ten (10) days** after the student becomes truant. The district shall document the meeting, and if parent or other person declines to attend the

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meeting, or is otherwise is non responsive, that fact shall also be documented and the meeting shall proceed with school personnel in attendance.

- b. When a student is truant, the Superintendent or his/her designee shall coordinate services with and referrals of students to community agencies providing child and family services, as appropriate. The district shall document efforts to contact and include families and to provide early intervention in truancy matters.
- c. On or before August 15, 2018, if the Commissioner of Education determines that any school under the jurisdiction of Torrington Board of Education has a disproportionately high rate of truancy, the district shall implement a truancy intervention model identified by the Department Education pursuant to Conn. Gen. Stat. § 10-198e. (TPS does have an Attendance Review Team model, stated under Section II.B.)
- d. In addition to the procedures specified in subsections (a) through (c) above, a regular education student who is experiencing attendance problems should be referred to the building Attendance Review Team to consider the need for additional interventions and/or assistance. A special education student who is experiencing attendance problems should be referred to a PPT meeting for program review.

I. Attendance Records

All attendance records developed by the Board shall include the individual student's state-assigned student identifier (SASID).

II. Chronic Absenteeism

A. Definitions for Section II

1. "Chronically absent child" - a child who is enrolled in a school under the jurisdiction of the Torrington Board of Education and whose total number of absences at any time during a school year is equal to or greater than ten percent (10%) of the total number of days that such student has been enrolled at such school during such school year;
2. "Absence" - an excused absence, unexcused absence or disciplinary absence, as those terms are defined by the State Board of Education pursuant to section 10-198b of the general statutes and these administrative regulations;
3. "District chronic absenteeism rate" - the total number of chronically absent children under the jurisdiction of the Torrington Board of Education in the previous school year divided by the total number of children under the jurisdiction of the Board of Education for such school year; and
4. "School chronic absenteeism rate" - the total number of chronically absent children for a school in the previous school year divided by the total number of children enrolled in such school for such school year.
5. Excessive absences will result in loss of credit at the high school level. "Excessive" is defined by 5 or more unexcused absences in a semester course and 10 or more unexcused absences in a full year course.

B. Establishment of Attendance Review Teams

1. If the Torrington Board of Education has a district chronic absenteeism rate of ten

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percent (10%) or higher, it shall establish an attendance review team for the school district.

If a school under the jurisdiction of the Torrington Board of Education has a school chronic absenteeism rate of fifteen percent (15%) or higher, it shall establish an attendance review team for that school.

2. If the Torrington Board of Education has more than one school with a school chronic absenteeism rate of fifteen percent (15%) or higher, it shall establish an attendance review team for the school district or at each such school.

3. If the Torrington Board of Education has a district chronic absenteeism rate of ten percent (10%) or higher and one or more schools with a school chronic absenteeism rate of fifteen percent (15%) or higher, it shall establish an attendance review team for the school district or at each such school.

C. Composition and Role of Attendance Review Teams

Any Attendance Review Team established under these regulations may include school administrators, guidance counselors, school social workers, teachers, representatives from community-based programs who address issues related to student attendance by providing programs and services to truants, as defined under I.A.7, and chronically absent children and their parents or guardians.

Each school's Attendance Review Team shall be responsible for reviewing the cases of truants and chronically absent children, discussing school interventions and community referrals for such truants and chronically absent children and making any additional recommendations for such truants and chronically absent children and their parents or guardians. Each school's Attendance Review Team shall meet as needed.

D. State Chronic Absenteeism Prevention and Intervention Plan

The Torrington Board of Education and its Attendance Review Teams, if needed, will consider any chronic absenteeism prevention and intervention plan developed by the State Department of Education.

III. Reports to the State Regarding Truancy Data

Annually, each local and regional board of education shall include information regarding the number of truants and chronically absent children in the strategic school profile report for each school under its jurisdiction and for the school district as a whole submitted to the Commissioner of Education. Measures of truancy include the type of data that is required to be collected by the Department of Education regarding attendance and unexcused absences in order for the department to comply with federal reporting requirements and the actions taken by the board of education to reduce truancy in the school district.

Legal References:

Public Act 17-14, An Act Implementing the Recommendations of the Department of Education

Public Act 16-147, An Act Concerning the Recommendations of the Juvenile Justice Policy and Oversight Committee

Connecticut General Statutes § 10-220

Connecticut General Statutes § 10-184

Connecticut General Statutes § 10-186

Connecticut General Statutes § 10-198a

Connecticut General Statutes § 10-198b

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Connecticut General Statutes § 10-198c

Connecticut General Statutes § 10-198d

Connecticut General Statutes § 10-198e

Guidelines for Reporting Student Attendance in the
Public School Information System (Connecticut State
Department of Education, January 2008)

Connecticut State Board of Education Memorandum,
Definitions of Excused and Unexcused Absences (June
27, 2012)

Connecticut State Department of Education, *Guidelines
for Implementation of the Definitions of Excused and
Unexcused Absences and Best Practices for Absence
Prevention and Intervention* (April 2013)

Connecticut State Department of Education, *Reducing
Chronic Absence in Connecticut's Schools: A Prevention
and Intervention Guide for Schools and Districts*
(April 2017)

APPROVED: _____

REVISED: _____

6006: Attendance Policy
Revised November 2010; Attendance Policy THS; Approved November 17, 2010
Revised July 26, 2012; Approved August 15, 2012; Revised March 2014 inc. change
In title to Policy 6006 Attendance and Truancy (combined w/6210 Truancy); Approved April
23, 2014. Revised November 1, 2017; Approved by the Torrington Board of Education on
November 29, 2017.

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Honor/Conduct Code

Philosophy

At Torrington High School, we believe that strong academics are positively linked with appropriate learning behaviors while students are in school. The faculty also believes that school – home partnerships are critical for ensuring strong learning. Our philosophy is one that includes building community among students and all members of the school district and the development of strong interpersonal problem solving skills, which a student will carry through life.

General Expectations for Behavior

Honesty, integrity, responsibility, and mutual respect are the keys to true learning. Torrington Public Schools promote school communities of trust and honorable conduct. This climate is central to the very nature of our schools and represents the highest possible expression of shared values among members of the school community. Indicators of honor include:

Academic Honesty:	Personal Integrity:
<p>As a student, you are expected to submit original work and give credit to other peoples' ideas. Maintaining your academic integrity involves:</p> <ul style="list-style-type: none">• Creating and expressing your own ideas in course work;• Acknowledging all sources of information;• Completing assignments independently or acknowledging collaboration;• Accurately reporting results when conducting your own research or with respect to labs;• Honesty during examinations.	<p>Personal integrity is the quality of being honest with yourself and others, and conducting yourself in a way that demonstrates respect for yourself and those around you.</p> <ul style="list-style-type: none">• Responding to others in a truthful way;• Following the school code of conduct;• Follow reasonable requests of teachers, administrators, and other district employees;• Refraining from bullying, unkind or disrespectful behaviors

Expectations are Based Upon:

Respect:

Putting empathy into action.

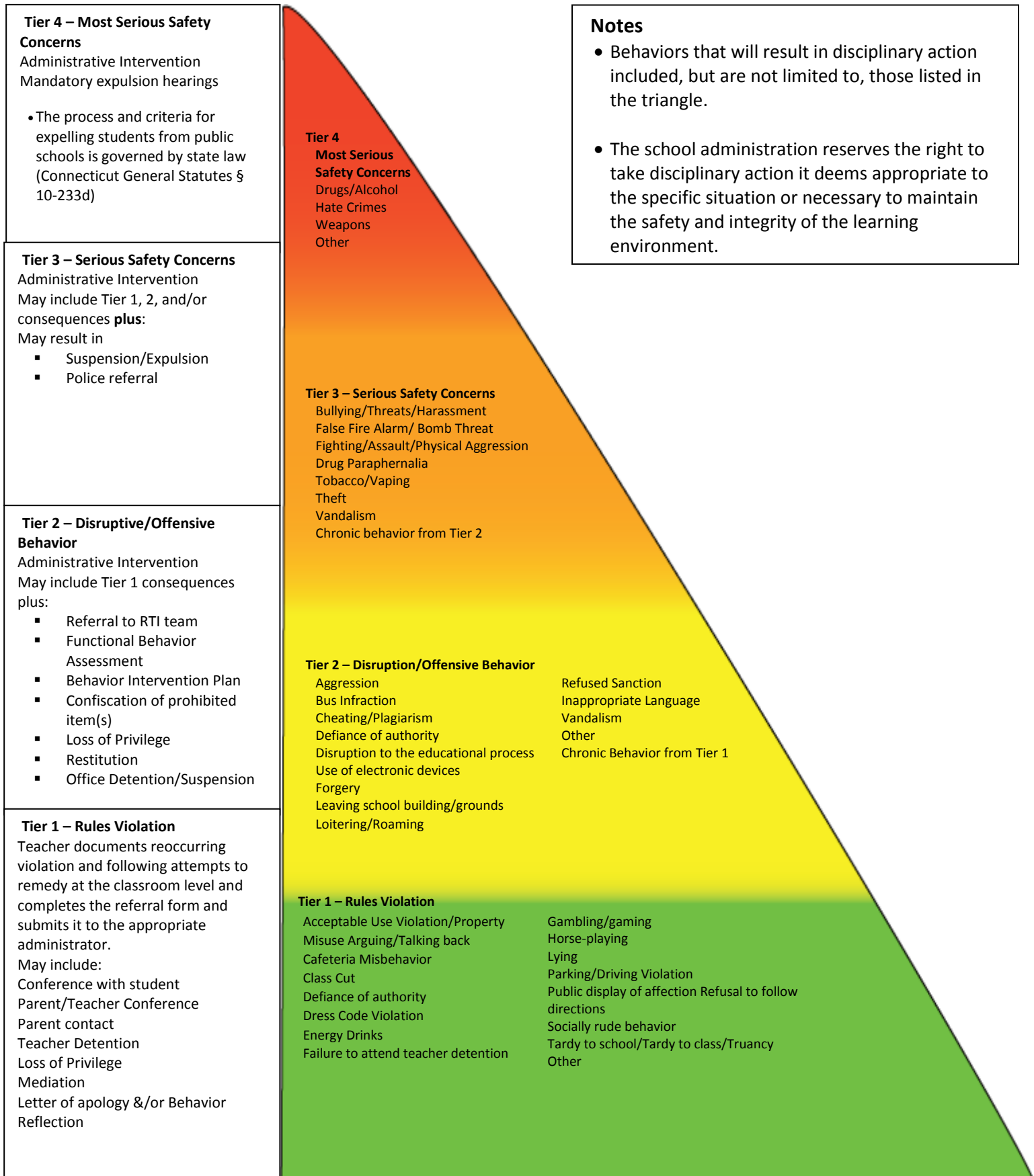
Responsibility:

Self-monitor words and actions.

Safety:

Let healthy and informed choices guide actions.

Discipline Tier



Notes

- Behaviors that will result in disciplinary action included, but are not limited to, those listed in the triangle.
- The school administration reserves the right to take disciplinary action it deems appropriate to the specific situation or necessary to maintain the safety and integrity of the learning environment.

Infractions

Aggression: Aggression/Risk of Injury—any behavior aimed at causing harm or pain, psychological harm, or personal injury or physical distraction. An important aspect of aggressive behavior is the intention underlying the actor's behavior. Aggression can be direct or indirect, active or passive, and physical or verbal which may lead to a risk of injury. A risk of injury is an unexpected or undesirable event, especially one resulting in damage or harm to an individual.

Assault or Hazing: Physical assault, striking without provocation or retaliation or requiring physical actions as part of an initiation to a club, team and/or group.

Bullying (board policy 6010): Any act by a student or a group of students directed against another student with the intent to ridicule, harass, humiliate or intimidate electronically the other student while on school grounds, at a school-sponsored activity or on a school bus which acts are committed more than once against any student during the school year.

Cafeteria Misbehavior: Behavior that interferes with a civilized eating experience. Examples include but are not limited to: shouting, running, horseplay, failure to clean up after oneself, and throwing food.

Cheating/ Plagiarism: Quoting or paraphrasing work without proper citation. Submitting work as your own that was copied from or taken from another student/or source.

Class Cut: Unauthorized absence from class.

Defiance of Authority: Not following a reasonable request from an adult.

Disruption to the Educational Process: Behaving in a way that interrupts the learning environment for self and/or others.

Dress Expectations for School:

In keeping with our values of Respect, Responsibility and Safety, and to maintain an environment that is safe and conducive to the educational process, below are the expectations for dress for all students:

- a. Attire or accessories that contain messages or images that would tend to be offensive or disruptive to the educational process, including racist messages or images; sexist messages or images; messages or images promoting the use of drugs, alcohol, or tobacco; profane or pornographic messages or images; messages that incite violence or constitute "fighting words"; or attire or accessories that promote or signify gang affiliation is prohibited.
- b. See-through clothing, clothing revealing bare midriffs (front or back), tank tops, halter tops, tube tops, undershirts or underpants, worn as outer garments, clothing with plunging necklines (front or back), or clothing worn in such a manner as to expose undergarments is not allowed. Clothing normally worn as sleepwear is not allowed.
- c. Footwear that mars floors, causes excessive noise, or creates a safety hazard will not be permitted.
- d. Head coverings of any kind, including but not limited to hats, caps, scarves, bandanas, curlers, masks, headbands, visors, kerchiefs, athletic sweatbands, earmuffs, or hoods is not permitted. Head coverings shall not be worn, carried, hung on belts or around the neck or kept in the classroom during regular school hours. However, approved coverings worn as part of a student's religious beliefs shall be permitted.
- e. Spiked or studded bracelets, oversized or multi-finger rings, belts or chains or any other articles of attire with spikes or studs attached; oversized metal belt buckles, or any other item of clothing or accessory that may present a safety hazard to the student, other students, or staff will not be permitted.
- f. Outerwear must be secured in the student's locker upon arrival to school. Coats, jackets, or attire normally worn as outerwear shall not be worn, carried, or kept in the classroom during the school day.
- g. Sunglasses are prohibited.
- h. Skirts, shorts, skorts, dresses or jumpers shorter than fingertip length are prohibited.
- i. Pants, skirts, skorts, and shorts must be worn or secured at waist level.

Drug/Alcohol: see Board of Education policy # 6050

Over-the-counter medication distribution/possession: Non-prescription medicines are not allowed in school except as noted in the medication policy.

Possession, consumption of or being under the influence of Controlled Substances, Prescription Drugs, and Alcohol on school grounds or at a school-sponsored event: A student shall not be in possession or under the influence of drugs or alcohol at any time during school, on school transportation or at any school-sponsored activity.

Possession of smoking or other tobacco use: Students may not possess or use tobacco products of any kind in school or at school-sponsored activities.

Sale, distribution, or intent to distribute Controlled Substances, either prescription or non-prescription drugs or alcohol: A student shall not sell, offer to sell or distribute.

Fighting: Mutual combat or physical interaction involving 2 or more participants.

Forgery/Identity theft: Signing someone else's name to a document and/or pretending to be someone else.

Gambling/ Gaming: Gambling or playing games of chance for money or anything of value.

Harassment: Offensive physical, verbal or visual comments or actions which are racial, ethnic, sexual or religious in nature. The exposure of intimate parts of the body will not be tolerated at any time during the school day or during school sponsored activities.

Hate Crime: Intimidation based on prejudice or bias when such person cruelly, and with specific intent to intimidate or harass another person because of the actual or perceived race, religion, ethnicity, disability, sexual orientation or gender identity or expression of such other person, does any of the following: causes physical contact with such other person; damages, destroys or defaces any real or personal property of such other person; threatens, by word or act, to cause physical harm to an individual or group.

Inappropriate Language/Socially rude behavior: Language or behavior which is offensive, humiliating and/or hurtful, including comments that are verbal or written and offensive in nature regarding race, religion, ethnic background, sexual orientation, disability, or personal appearance.

Leaving school building/grounds: Students should not be outside the school building/off school grounds or attempt to re-enter after unauthorized exit without permission. Students may not leave school grounds during the school day or go to their cars during the school day without administrative permission.

Loitering/Roaming: Presence outside of assigned area without permission and /or without a pass.

Reporting or conspiracy to report a false alarm or a false bomb threat: Calling in, leaving a written message or pulling a fire alarm.

Tardy to class/school: Entering building or class after start time.

Theft:

Possession of Stolen Goods: Possession of items without permission of owner.

Robbery: Taking property from another by force, threat, and/or aggression.

Threatening: The stated or implied threat of bodily harm in verbal or written form or by gesture.

Transportation:

Bus infraction: Referral by bus driver or Bus Company for inappropriate behavior on the bus.

Driving violation on school property: Reckless or dangerous driving on school property.

Parking violation on school property: Parking in an unauthorized spot or area or without appropriate permit.

Truancy: See Board of Education Policy #6210

Misuse of electronic devices, including but not limited to cell phones: See Board of Education Policy #6041

Vandalism to school property: Damage or defacement of school property.

Violation of Acceptable Use Policy: Any violation to the Internet Acceptable Use policy found under Internet Use in this handbook.

Weapon/fireworks: No student shall use or possess a weapon or fireworks on school property or at any school function.

Consequences

In each instance of an office referral, an administrator or designee will determine the appropriate consequence. For students in our schools, the classroom is a smaller version of home and family. The classroom teacher is the primary person who structures routines and classroom management, which affects discipline. Students who violate the rights of others or who violate district or school rules shall be subject to disciplinary measures. The classroom teacher is the best person to handle school discipline, and in most cases the discipline is managed well at the classroom level. However, there are times when student behavior warrants administrative involvement. Office referrals for discipline are a last resort. Tier 1 behaviors are defined as those that can be resolved by teacher intervention. Tier 2 infractions are behaviors that are persistent and significantly impact classroom instruction and student learning. Tier 3 infractions will result in an automatic office referral.

Detention

Detentions are of three types, **teacher detention, office detention, and lunch detention.**

Teachers may require students to meet with them before or after school to discuss classroom behavior and/or academic performance. * Generally, one day's notice of a detention assignment will be given. Teachers will notify parents when their student is assigned a detention.

If a student fails to report for detention, the teacher will attempt to contact his/her parents/guardians and then, based upon that outcome, will either reschedule the detention or refer the student to the appropriate assistant principal. If a student is referred to the assistant principal for missing a teacher detention, he/she will be assigned an office detention.

***Teachers can hold after school detention on any school day Monday through Friday.**

Lunch Detention

At THS, our goal is to keep as many students as possible in school and in a positive learning environment. Lunch detention will be utilized to address low-level disruptive behaviors and/or first time offenses.

While serving a lunch detention, students will not be allowed to access the cafeteria and will be served a lunch that meets the USDA school nutrition standards. In addition, use of all electronics, including cell phones, is not allowed during the detention period. Cell phones and other electronic devices will be held by the teacher until the end of the lunch period, when they will be returned to the student.

Determining In-School or Out-of-School Suspension

In accordance with Section 10-233c of the Connecticut General Statutes, the conduct of a pupil that leads to suspension by the school administration is due to the following:

- Violation of a publicized policy; or
- Disruption of the educational process; or
- Endangerment to persons or property.

When the conduct of the pupil occurs on school grounds or at a school-sponsored activity, then one or more of the above elements must be established for disciplinary action.

If the conduct occurs off school grounds, then both of the following elements are necessary to lead to disciplinary action:

- Violation of a publicized policy; and
- Disruption of the educational process.

Similarly, if the conduct of the pupil occurs while the pupil is awaiting or receiving Transportation to and from school, the following elements are required:

- Violation of publicized policy; or
- Endangerment to persons or property

Suspensions shall be in-school suspensions unless the school administrator determines that the pupil being suspended poses such a danger to persons or property or such a disruption of the educational process that the suspensions should be out-of-school.

The Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act (Section 504) each contain a set of procedural protections to be applied when children with disabilities are subject to school disciplinary activity.

Principal Hearing

In cases of repeated disruptive or unacceptable behavior, the appropriate Administrator has the option of referring the offending student to disciplinary hearing. During the hearing, the Principal will meet with the student, parent/guardian and appropriate school personnel to review the academic and disciplinary record of the student involved. As a result of the hearing, the Principal will take appropriate disciplinary measures to possibly include disciplinary probation, in-school suspension, out-of-school suspension and/or referral to outside agencies (counseling, probation, police, etc.). It is understood that the Disciplinary Hearing process will be used in appropriate cases in an effort to avoid referral to the Superintendent of Schools for consideration for expulsion from school.

Procedures Governing Expulsion

School administrators may consider recommendation for expulsion of a student in a case where he/she has cause to believe the student has engaged in conduct on school grounds or at a school-sponsored activity which endangers persons or property, is seriously disruptive of the educational process or is in violation of a publicized Board policy.

School administrators must recommend expulsion proceedings in all cases against any student whom the administration reasonably believes:

- Was in possession on school grounds or at a school-sponsored activity of a deadly weapon, dangerous instrument, martial arts weapon or firearm as defined in 18 USC 921 as amended from time to time; or
- Off school grounds, possessed and used a firearm as defined in 18 USC 921, IN VIOLATION OF Conn. Gen. Stat. 29-35, or possessed and used a firearm as defined in 18 USC 921, deadly weapon, a dangerous instrument or a martial arts weapon in the commission of a crime; or
- Was engaged on or off school grounds in offering for sale or distribution a controlled substance (as defined in Conn. Gen. Stat. 21a-2409), whose manufacturing, distribution, sale, prescription, dispensing, transporting, or

possessing with intent to sell or dispense, offering or administering is subject to criminal penalties under Conn. Gen. Stat. 21a-227 and 21a-278.

- A "firearm" as defined in 18USC 921 means any weapon that will, is designed to, or may be readily converted to expel a projectile by the action of an explosive; the frame or receiver of any such weapon; any firearm muffler or firearm silencer; any explosive, incendiary, or poison gas, including a bomb, a grenade, a rocket having a propellant charge of more than four ounces, a missile having an explosive or incendiary charge of more than one-quarter ounce, a mine, or a similar device.
- "Deadly weapon" means any weapon, whether loaded or unloaded from which a shot may be discharged, or a switchblade knife, gravity knife, bill, blackjack, bludgeon, or metal knuckles.
- "Dangerous instrument" means any instrument, article, or substance which, under the circumstances in which it is used or attempted or threatened to be used, is capable of causing death or serious injury, and includes a vehicle' as that term is defined in this section and includes a dog that has been commanded to attack (except police dogs on duty).
- A "martial arts weapon" includes, but is not limited to, a nunchaku, kama, kasari-fundo, octagon sai, tonfa, or Chinese star.

Upon receipt of an expulsion recommendation, the Superintendent may conduct an inquiry concerning the expulsion recommendation. If the Superintendent, or his/her designee, determines that a student should or must be expelled, he or she shall forward his/her recommendation to the Board of Education so that the Board of Education can consider and act upon this recommendation. Notice of any suspension or expulsion and the conduct for which the pupil was suspended or expelled must be included in the student's cumulative educational record. Notice of suspension is to be expunged upon high school graduation. Conn. Gen. Stat. 10-233c(e).

GRIEVANCE PROCEDURE TITLE VI, TITLE VII (CIVIL RIGHTS ACT, 1964); TITLE IX (EDUCATION AMENDMENTS, 1972); SECTION 504 (REHABILITATION ACT, 1973).

The Torrington Board of Education adopts the following grievance procedures in order to provide for prompt and equitable resolution of citizen, student, and employee complaints alleging any action, which is prohibited by Section 504, Title VI, VII, and IX.

- Any student, citizen, or employee will, in the case of an alleged violation, attempt resolution of the issue through the Administrator of the building in which the practice has allegedly occurred.
- If a person is not satisfied with the complaint response of the building Administrator, he/she may appeal the decision within ten calendar days, in writing. The appeal should be forwarded to the designated non-compliance officers. A review of the written complaint will take place within twenty calendar days.
- If the complainant is not willing to abide by the system-wide Non-Discrimination Compliance Officer's recommendation, he/she may submit a written appeal for a hearing to the Board of Education within fifteen calendar days of receiving the decision.
- With at least ten calendar days' notice given prior to the hearing, the Board of Education shall inform all parties involved of the date, the time and place of the hearing and of the right to present witness(es) and to legal counsel or other representation, if desired. The Board of Education shall hear all aspects of the appeal and shall reach a decision within thirty calendar days of the receipt of the written appeal. The decision shall be presented in writing to the complainant at its next regularly scheduled meeting. The Secretary of the Board of Education shall inform the parties of the Board's action within five working days the Board's meeting.

The Torrington Board of Education does not knowingly condone discrimination on the basis of sex, age, race, and creed, national origin, physical handicap, in any services provided or operated by the Torrington Board of Education. A complete copy of that policy including a grievance procedure is available in the Board of Education office, 355 Migeon Avenue.

Extra-Curricular Activities

Philosophy

The bulk of educational research demonstrates that participation in extra-curricular activities provides many benefits to our students. Participation in extra-curricular activities provides students an opportunity to create a positive and voluntary connection to their school, which can lead to an increase in academic achievement, a reduction in disciplinary issues while at school, and an increase in graduation rates. In addition, students learn lessons in leadership, teamwork, organization, analytical thinking, problem solving, and time management through working with others on various projects and activities.

There are many clubs and activities available at THS that will allow students to explore interests outside of academics, and students are encouraged to take advantage of these offerings.

School Athletics:

Participation in the athletic program provides students with the opportunity to learn the lifelong values found in cooperation and competition. These activities require a high level of mental and physical concentration. Individual and team effort are enhanced by a program that is set in a favorable environment based on quality leadership, coaching, scheduling and equipment.

The athletic program of Torrington High School seeks to:

- Promote school morale and spirit
- Teach sportsmanship, self-reliance, leadership, and teamwork
- Develop a high degree of athletic proficiency and skill
- Develop courage, discipline, strength, endurance, vitality and health

Students participating in interscholastic athletics must meet all criteria of Torrington High School in the THS Athletic Code of Conduct and those of the Connecticut Interscholastic Athletic Conference. Failure to meet these requirements will result to consequences up to and including removal from the team. School disciplinary actions will be further taken as necessary.

School Athletics: Rules of Eligibility

Torrington High School adheres to the Rules of Eligibility as established by Connecticut Interscholastic Athletic Conference (CIAC). Visit www.casciac.org for further details.

FALL SPORTS

Football
Soccer (Boys & Girls)
Cross Country (Boys & Girls)
Volleyball (Girls)
Swimming/Diving (Girls)
Cheerleading

WINTER SPORTS

Basketball (Boys & Girls)
Indoor Track (Boys & Girls)
Swimming/Diving (Boys)
Cheerleading
Dance

SPRING SPORTS

Baseball
Softball
Track (Boys & Girls)
Tennis (Boys & Girls)
Golf

Advisory meets weekly on Thursday for 35 minutes. It is a vehicle for creating a more personalized learning environment where all students are well known by at least one adult. Moreover, this period provides a structure and a set of practices for monitoring and supporting students' academic progress and college and career readiness throughout their high school career.

THS Period is a scheduled period following the advisory which allows students the opportunity to participate and/or attend to the following:

- Students may schedule time with teachers, get assistance with class work, and make up tests.
- Students may schedule time with counselors or administrators during this time.
- Clubs and class activities will run based upon staff availability and student academic needs.

Students must obtain a pass from the club advisor **prior to** the THS period. If students do not have a pass, they will not be dismissed from the advisory period. Once students are dismissed to attend their clubs/activities, they are expected to remain for the entire THS Period.

After School Activities Some student clubs and activities meet after school. Students can also schedule extra-help time with their teachers after school. Students are expected to arrange transportation prior to any after school activity.

Student Council An extracurricular activity for students within our school. It provides opportunities for students to demonstrate their talents, leadership skills, and interests while continuing to develop new skills. It is also about giving students more ownership of the programs they attend. A student council representative is assigned to each class. That person passes on requests, ideas and complaints from students in that class to the student council. The elected Class Officers are automatically members of the student council. Their roles may be assigned or voted on, either within the student council or by the entire student body. Our student council is overseen by a sponsor, which is typically a teacher(s).

Guidance and school counseling

COUNSELORS AND SPECIALISTS

The primary goal of counselors and specialists is to assist students in gaining an understanding of themselves so that they may make informed decisions regarding their present and future directions. This office is comprised of guidance counselors, social workers, a school psychologist, and an office support personnel. The College and Career Center is a resource of the Guidance Office.

FUNCTIONS AND SERVICES

All students of Torrington High School and their parents/guardians are encouraged to utilize the services offered through Guidance Department. Students may make an appointment to see their counselor via the guidance secretarial staff. Study halls and Activity period may be used for these individual sessions. Parents are encouraged to call for an appointment.

Services provided:

Academic	Career and College	Personal/Social
Counseling	Counseling	Personal Counseling
Course Selection	College Admissions Process	Crisis Response
Student Success Plans	College Application Process	Suicide Prevention
Individual Planning	College Entrance Exams	Problem Solving
Transcript Evaluation	ASVAB	Goal Setting
Curriculum Development	Career and Vocational Counseling	Behavior Plans
Partnership, Technology, or Magnet School program Advisory	Career Interest Survey	Advocacy
Tutoring match	College and Career Center	Agency Referrals

Modes of service:

- Individual student meetings (planned or responsive) Group Meetings/Sessions
- Needs-Based Curriculum Development Comprehensive Classroom Lessons Informational Sessions
- Collaboration within and outside school

Student Success Plans (SSP) is a process for student success, designed to increase the persistence, success, and graduation rates of all students. Through a holistic approach your advisor, guidance counselor, web-based support systems, and intervention techniques, students are identified, supported and monitored. Data is collected and analyzed to help students make decisions for post-secondary options.

PowerSchool is a web-based student information system designed and implemented for all of the schools in our district. It enables school staff to input student information in a timely fashion, while creating a collaborative environment for parents, teachers and students to work together. Parents and students can access their accounts to track their grades and attendance, school announcements, assignments, schedules, class registration, and teacher comments. For more information on PowerSchool please contact the guidance office or check Website: <http://powerschool.torrington.org>

Confidentiality is an important part of all professional relationships. It is essential to know, however, that by law or by sound ethical practices, there are situations whereby a counselor is required to disclose information that affects student safety or the safety of others. To avoid any misunderstanding between the student and counselor, it is best for the student to clarify any issue that is expected to be held in confidence.

Health Services (See Board Policy #6100)

It is the purpose of the Torrington High School health department to support a student's academic potential through good physical and mental health habits.

Emergency Contact Information

We urge parents to notify the school, through the nurse, of any information regarding health, illnesses, injuries or medical condition as well as changes to contact information. This information will be handled discreetly, but ensures that we are aware of and understand the special needs of our students.

Health Concerns

By medically evaluating each student who comes into the health office, i.e., examining the student's temperature, ears, blood pressure, or listening to the lungs, if necessary, for congestion along with a health interview, the school nurse can better assess whether a student should remain or be dismissed from school. **Students must be assessed by a school nurse then a parent or authorized emergency contact is always contacted by the nurse before dismissal.**

Extended Absence from School

In the event of significant illness or injury, a physician's note is required for an extended absence of more than five (5) days. Following surgery, traumatic injury or a contagious illness, a physician's note is required to return to school. We urge parents to notify the school nurse of any significant illness or injury prior to the student's return to school. This will allow the nurse to arrange any necessary accommodations for the student.

Health Assessments

Physical exams will be required for all 9th grade or new transfer students. Please refer to Board Policy 6100R for information on the specific assessments and immunization requirements that need to be met in order to attend.

Food Allergies

The Torrington School District recognizes that life threatening food allergies are an important condition affecting many school children and positively welcomes all pupils with food allergies. In order to minimize the incidence of life threatening allergic reactions, the Torrington School District maintains a procedure for addressing life threatening allergic reactions and maintains an Emergency Action Plan for any student whose parent/guardian and physicians have informed the school in writing that the student has a potentially life threatening allergy. A parent or guardian of a student with food allergies is responsible for providing all food for his/her own child. Snacks will be kept in a separate snack box or chest provided by the parent or guardian.

Medications

Please refer to Board Policy 2000 for specific rules in relation to medications. Medication forms are in the Nurses' office or online at www.torrington.org.

Procedures

Electronic Devices /Internet Use

On use of electronic devices, see board policy (#6041). In emergencies, students may use the phones in the main office and parents may contact their child by calling the main office at 860-489-2294. Use of technology within the school is a privilege, not a right. Use of personal electronic devices in classrooms is at the discretion of the teacher. For information on responsible use of internet access, see board policy. **Torrington High School is not responsible for lost or stolen items.**

Eighteen Year Old Students

Rules, regulations, and policies in effect at THS apply uniformly to all students. This shall apply without exception for all students regardless of student age.

Emergency Plans

THS has established procedural guidelines in the event of an emergency. Crisis Response Drills and Fire Drills are scheduled throughout the school year. There is no communication to or from the school during a drill or event.

Film Policy

Films deemed pertinent to the enhancement of a particular skill or lesson plan by individual teachers with no rating or with a rating other than G/PG/PG13, require written parental notification. If a parent or guardian disapproves of a student's participation in the classroom viewing of a film rated other than G/PG/PG13, an alternate learning experience will be assigned.

Lockers/School Property and Student Liability

The use of all school property, including desks and lockers are the property of the Board of Education and remain under direct supervision of the Assistant Principals and may be inspected at any time, whenever there is a question concerning the health and safety of students and faculty. **Students who fail to secure their possessions run a risk of loss. Torrington High School is not responsible for lost or stolen items.**

Lunch

The cost of lunch for the 2018-2019 year is \$2.95 Free /reduced lunch forms can be found in the Main Office.

Passes

Any student in the hallway at any time other than passing time must have a pass, which has the student's first and last name, destination, date, time, and is signed by a staff member.

School Dances

All THS students in good standing are welcome to attend school dances, semi-formals, and prom. These activities are not open to the general public in that they are student-only activities. A THS student may request permission to invite a guest to a THS dance by requesting a form from the Main Office. All guests must be high school students.

School Searches

All administrators may search or authorize the search of lockers and other school property available for use by students if reasonably related in scope (see board policy #6191).

Upperclassmen Privilege Senior Early Dismissal Program

A senior whose study hall occurs during the last period of the school day may be allowed, given fulfillment of the criteria, requirements, and rules as set forth below, to leave campus early. When the senior student exercises this privilege, she/he will be responsible for her/his own safety and behavior. The interpretation of the rules will be at the discretion of the school administration.

It is further expected that students and parents will monitor academic progress to ensure that the student remains in good academic standing and on track for timely graduation. Students who are not in good academic standing, as indicated by having a grade point average below seventy five (75) percent, possessing a failing grade in a course required for graduation, or have engaged in conduct or behavior detrimental to the student's academic well-being, as defined by the school administration, will not be eligible for the senior early dismissal privilege. Procedures, expectations, and rules.

1. Students must apply for the Early Dismissal privilege and demonstrate that they are in academic good standing; seniors may apply at the start of the first semester. Junior level students may apply at the beginning of the second semester. Students will be informed of their eligibility and faculty notified of those participating in the early dismissal option.
2. The Early Dismissal privilege requires written parental permission. This written permission must be submitted to the main office. Failure to receive parental permission and/or submit the parental permission form to the office will be considered a class 'skip' or 'cut' from the study hall.
3. Once granted, the student will be issued an early dismissal pass. The student with the privilege must notify his/her study hall teacher immediately prior to their assigned study hall. Due to safety reasons, students must sign out in the main office and exit the building promptly. It is expected that students will comply with the requirement; failure to do so will result in the revocation of the early dismissal privilege.
4. Students who choose to leave the campus early must do so through the main doors in order to maintain school security.
5. Students who choose to leave the campus early must leave the property immediately. This includes all athletic fields, parking lots, and common spaces.
6. Seniors who choose to leave the campus early may not return or enter the building until the end of the school day. This includes student-athletes who may have practice that commences immediately with the final bell.
7. Students who are eligible for the early dismissal privilege will have their status reviewed on a quarterly basis. In addition to student conduct concerns, the privilege may be revoked due to student academic performance, conduct concerns, student debt, or anything reasonably deemed to be problematic by the school administration.
8. Students who are participating in the early dismissal program and using a personal automobile or motorized vehicle must submit proof of insurance, registration, and a copy of his/her license to the main office. Seniors may initially apply for this privilege in the first week of September. Juniors may apply for this privilege in the first week of the second semester, date to be determined based upon weather related cancellations.

Working Papers

According to State law, "Children under fifteen years of age may be employed in agriculture, domestic service, and certain other specified occupations. No such child may be employed in any store or factory, theatre, bowling alley, barbershop, or similar institution. At age fifteen, students may obtain employment at any mercantile establishment, as bagger, cashier, or stock clerk. However, this employment may only be during school vacation five or more consecutive days when school is not in session or on Saturdays". Everyone between fifteen and eighteen years of age must obtain a working certificate for either part-time or full-time employment. Certificates are issued in the main office. Minors applying for working papers must present their birth certificates and a "promise of employment" form from the employer. To obtain working paper please contact the Main Office. For more information or questions please contact the Connecticut Department of Labor [**Wage & Workplace Standards Division (860) 263-6791**] or Visit their web site: www.ct.gov/idol].

Student Services

Referral Procedures for Students Possibly Needing Special Education Services

All students who may need special education services must go through the Response-To-Intervention (RTI) process. This process ensures that each student has a variety of modifications or accommodations. The RTI team monitors these interventions for several months to determine if a special education referral is needed. If you have any questions about the process, you may contact your child's guidance counselor (860-489-2291).

Programs for Students with Special Education Needs

The Special Education department provides services for students with a broad spectrum of skills. Programming is based upon students' needs and their post-secondary career plans, with parents playing a critical role in the planning process.

Procedural Safeguards In Special Education

The parent of a child who requires or may require special education and related services is guaranteed procedural safeguards in accordance with the federal law entitled "Individuals with Disabilities Education Act" (formerly titled "Education of the Handicapped Act") and with the state laws and regulations concerning children requiring special education.

Transportation

Student Parking

Parking on school property is a privilege, and as such can be revoked. Motor vehicles are parked at the student's own risk; Torrington High School and the Board of Education are not responsible for damage or loss. **Students may not go to their cars during the school day without administrative permission.** Students are requests to provide the school with a copy of their license, insurance, and registration prior to driving to school.

Information on Bus transportation is found in the Transportation Policy #6200 on page 56 of this handbook. Late busing information is found on page 26 under After School Activities.

Torrington Public Schools Board Policies

Available on the Torrington Public Schools

Website www.torrington.org

BOARD OF EDUCATION - POLICY MANUAL

ABUSE/NEGLECT POLICY—#6000

AIDS EDUCATION EXEMPTION POLICY—#5010

ATTENDANCE POLICY—#6006

BULLYING / HATE CRIMES—#6010R

CELL PHONES, ELECTRONIC DEVICES—#6041

DISCIPLINE POLICY—#6030

DRUGS, ALCOHOL AND TOBACCO—#6050

GRADING POLICY—#6111

GRADUATION REQUIREMENTS—#6095

HEALTH SERVICES—#6100R

HOMELESS STUDENTS—#6113R

HOMEWORK POLICY—#6110R

MIGRANT STUDENTS—#6115R

NON-DISCRIMINATION—#6021R

ON-CAMPUS RECRUITMENT—#6156

PLEDGE OF ALLEGIANCE—#6184

RIGHTS AND PRIVACY OF PARENTS AND STUDENTS—#6160

SCHOOL ACTIVITY FUNDS—#3050

SEXUAL HARASSMENT OF STUDENTS—#6170R

STUDENT PRIVACY AND SAFETY—#6071R

TRANSPORTATION POLICY—#6200

TRUANCY POLICY—#6210

TESTING CALENDAR

2018-2019

10/10/18	(PSAT/NMSQT) Preliminary Scholastic Aptitude	Sophomores and Juniors (required)
10/10/18	PSAT 9	Freshmen (required)
	ASVAB	Offered through military recruiters
2/4-6/7, 2019	NGSS Field Test	Juniors (required)
3/27/19 or 4/9/19	SAT Day	Juniors (required)
3/27/19 or 4/9/19	PSAT 9 & 10	Freshmen & Sophomores (required)
5/6-5/17/19	(AP) Advanced Placement Test	Juniors & Seniors
SCHOLASTIC APTITUDE TEST SAT DATES*	SCHOLASTIC APTITUDE TEST SAT SUBJECT TEST DATES*	ACT ASSESSMENT NATIONAL TEST AND ACT ASSESSMENT PLUS TEST DATES
10/6/18	10/6/18	09/09/17
11/3/18	11/3/18	9/8/18
12/1/18	12/1/18	10/27/18
3/9/19	5/4/19	12/8/18
5/4/19	6/1/19	2/9/19
6/1/19		4/13/19
		6/8/19
		7/13/19